DIAGNOSTIC REVIEW REPORT

FOR

PERRY COUNTY SCHOOLS

315 Park Avenue
Hazard, Kentucky
41701

Jonathan Jett, Superintendent

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KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2.3**

	Indicator	Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	• Self-Assessment • Executive Summary • Mission, Vision, and Belief Statements • Superintendent's presentation • Stakeholder survey data • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • 2012 KDE Leadership Assessment	2
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Self-Assessment • Executive Summary • Mission, Vision, and Belief Statements • Superintendent's presentation • Stakeholder survey data • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • 2012 KDE Leadership Assessment	2

	Indicator	Source of Evidence	Performance Level
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• Self-Assessment • Executive Summary • Mission, Vision, and Belief Statements • Superintendent's presentation • Stakeholder survey data • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • 2012 KDE Leadership Assessment	2
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Self-Assessment • Executive Summary • Mission, Vision, and Belief Statements • Superintendent's presentation • Stakeholder survey data • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • 2012 KDE Leadership Assessment	3

Indicator	Opportunity for Improvement
1.1	**Establish a formal process for the regular review and revision of the district's statements of purpose and direction (mission and vision). Ensure that the process is transparent and well documented, includes the Superintendent, Board of Education, district leadership as well as representatives from all stakeholder groups, and commits to high expectations for staff and students as well as shared values and beliefs about teaching and learning.**
Rationale	

Student Performance Data

• Performance data suggest that the district has been successful in uniting stakeholders in the implementation of several effective improvement initiatives that have resulted in higher levels of student success across the system. Based on District Report Cards, Perry County Schools showed significant improvement between 2012 and 2013. The system's overall state accountability scores increased from 46.2 in 2012 to 53.1 in 2013. This increase resulted in Perry County's ranking among Kentucky districts changing from the 8th percentile to the 37th percentile. Results show improvement in achievement, gap, growth, college and career readiness (CCR), and the graduation rate from 2012 to 2013. However, the percentage of students performing below state averages and the performance gap between males and females remains high.

Stakeholder Survey Data

Parent and staff survey data from Perry County Central High School is generally favorable in regard to the institution's purpose and direction.

- 89% of parents agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."

- 68% of parents agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

- 94% of staff agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."

Student survey data, while generally favorable, may suggest some leverage points for improvement:

- 71% of students agree or strongly agree with the statement, "In my school, the principal and teachers have high expectations of me."

- 67% of students agree or strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."

Stakeholder Interviews

- Interviews and documentation indicate that the superintendent and district leadership team developed a draft of the mission and vision. The draft was shared with stakeholders via Survey Monkey, after which revisions were made. The Board of Education approved the final draft.

Documents and Artifacts

- An examination of documents/artifacts as well as stakeholder interviews revealed no policies or procedures that outline a process for the regular or periodic review and revision of a system-wide purpose for student success.

Indicator	Opportunity for Improvement
1.2	**Develop policies and support practices that will ensure that each school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success.**
Rationale	

Student Performance Data

- While improvement has occurred at Perry Central High School since 2012, the school's ACT performance data does not compare favorably to the rest of the state. Perry County Central's college readiness benchmarks on the ACT improved in math between 2012 and 2013, but declined in English and reading. Per the chart below, school averages are considerably lower than state average percentages.

	Perry Central - Percent of 11th Graders Meeting CPE College Readiness Benchmarks on ACT (18 on English, 19 on Mathematics, 20 on Reading)		Kentucky Average
	2012	**2013**	**2013**
English	47.6	38.5	53.1%
Mathematics	21.6	22.4	39.6%
Reading	36.5	33.3	44.2%

Stakeholder Survey Data

- 68% of parents agree or strongly agree that, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

- 67% of students agree or strongly agree that. "In my school, the purpose and expectations are clearly explained to me and my family."

- 84% of staff agree or strongly agree that, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

Stakeholder Interviews, Document and Artifact Review

- Interviews and documentation reveal that the school system does not have policies outlining the expectations for schools regarding a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for school success.

- Interviews with school and district leadership indicate that while there has been outreach to external stakeholders, it seemed to happen near the end of the process rather than the beginning.

- The District Diagnostic Review Self-Assessment for 1.2 states in part, "System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel."

Other Pertinent Information

- The district rated themselves as a 2 for this indicator, and the team concurs.

Indicator	Opportunity for Improvement
1.3	**Further refine strategies that build commitment among all leadership and staff to a culture that supports the existence of challenging, equitable educational programs and learning experiences for all students that includes achievement of learning, thinking, and life skills.**
Rationale	

Student Performance Data

- Perry County Schools showed significant improvement between 2012 and 2013. The district's overall state accountability scores increased from 46.2 in 2012 to 53.1 in 2013. This increase resulted in Perry County's ranking among Kentucky districts changing from the 8th percentile to the 37th percentile.

- As per the chart below, district results show improvement in achievement, gap, growth, college and career readiness (CCR), and the graduation rate from 2012 to 2013.

Perry County	Achievement		Gap		Growth		CCR		Graduation	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Elementary	61.9	63.4	38.2	39.5	50.6	52.6				
Middle	58.8	63.4	34.2	37.1	48.3	62.7	39.8	43.4		
High	43.8	54.5	21.0	34.1	40.1	48.5	27.6	53.3	78.3	83.1

- While improvement has occurred, performance data does not indicate that all students have access to challenging and equitable educational programs and learning experiences leading to next level success. For example, K-PREP End-of-Course Assessment results for 2013 indicate that Perry Central students are performing below state averages in all academic areas except biology. EOC data also suggests significant gaps between male and female students.

2013 K-PREP End-of Course Assessment Summary				
(N=Novice, A= Apprentice, P=Proficient, D=Distinguished)				
	PCHS 2013 N & A	**KY 2013 N & A**	**PCHS 2013 P & D**	**KY 2013 P & D**
English II	50.9	44.2	49.1	55.8
English II Male	63.4	49.9	36.6	50.0
English II Female	38.2	38.2	61.8	61.8
Algebra II	69.5	64	30.5	36.0
Algebra II Male	81.7	63.8	18.4	36.2
Algebra II Female	51.5	64.2	48.5	35.8
Biology	60.0	63.7	40.0	36.3
Biology Males	66.7	62.9	33.3	37.1
Biology Females	52.7	64.6	47.3	35.4
US History	70.3	48.7	29.7	51.3
US History Males	73.7	45.2	26.3	54.8
US History Female	66.6	52.3	33.3	47.7
ALL COURSES				
Average All Students	**62.7**	**55.2**	**37.3**	**44.9**
Average Males	**71.4**	**55.5**	**28.7**	**44.5**
Average Females	**52.3**	**54.8**	**47.7**	**45.2**

Classroom Observation Data

- Classroom observation data does not suggest that the system or school has been highly effective in building strong commitment to instructional practices that include active student engagement, a focus on depth of learning, and the application of knowledge and skills.

    o Instances in which students were actively engaged in the learning activities were evident/very evident in 62% of classrooms.
    o Instances in which students were engaged in rigorous coursework, discussions and/or tasks were evident/very evident in 40% of classrooms.
    o Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 28% of classrooms.

Stakeholder Survey Data

- Parent and staff survey data from Perry County Central High School are generally favorable in regard to the institution's purpose and direction.

    o 92% of teachers agree or strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
    o 88% of parents agree or strongly agree with the statement, "Our school has established goals and a plan for improving student learning."

Stakeholder Interviews, Document and Artifact Review

- While the superintendent and most district staff expressed strong commitment to high expectations for teaching and learning, all teachers, administrators, parents, etc., have not yet committed to a culture that supports challenging and equitable educational programs and learning experiences for all students.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more

likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	**2.8**

	Indicator	Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	• Board member interviews • Superintendent interview • District office interviews • School leadership interviews • Review of board policies and procedures • Review of staff handbook • Superintendent's presentation • District Self- Assessment • AdvancED stakeholder feedback data • Review of staff handbook Review of Mission/Vision • Review of Superintendent's Non-Negotiables	3

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	• School board member interviews • Superintendent interview • Central Office interviews • School leadership interviews • Review of school board policies and procedures • AdvancED stakeholder feedback data • District Self- Assessment • Review of Governing Code of Ethics • Superintendent's presentation • Review of staff handbook • Review of proof of legal counsel • Review of District Communication Plan	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• School board member interviews • Superintendent interview • Central Office interviews • School leadership interviews • Review of school board policies and procedures • AdvancED stakeholder feedback data • District Self- Assessment • Superintendent's presentation • Review of District Strategic Plan	3
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	• School board member interviews • Superintendent interview • Central Office interviews • School leadership interviews • Review of school board policies and procedures • AdvancED stakeholder feedback data • District Self-Assessment • Superintendent's presentation • Review of District Strategic Plan • Review of District Professional Development Plan	3

	Indicator	Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	• School board member interviews • Superintendent interview • Central Office interviews • School leadership interviews • AdvancED stakeholder feedback data • District Self- Assessment • Superintendent's presentation	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	• School board member interviews • Superintendent interview • Central Office interviews • School leadership interviews • Review of school board policies and procedures • AdvancED stakeholder feedback data • District Self- Assessment • Superintendent's presentation • Review of District Strategic Plan • Review of District Professional Development Plan	3

Indicator	Opportunity for Improvement
2.5	**Develop, implement, and monitor the effectiveness of an action plan that provides multiple opportunities for all stakeholder groups to be more meaningfully engaged in the district by providing feedback to district leadership, shape decisions, work collaboratively on system improvement efforts, serve in meaningful leadership roles, etc…**
	Rationale

Stakeholder Survey Data

AdvancED Survey data from parents, students, and staff at Perry County Central High School provides insight into the extent to which all stakeholders are actively involved in the district and school.

- 70% of parents agree or strongly agree that the school provides opportunities for stakeholders to be involved in the school.

- 80% of parents agree or strongly agree that the school communicates effectively about its goals and activities.

- 75% of parents agree or strongly agree that the school shares responsibility for student learning with its stakeholders.

- 55% of students agree or strongly agree that the school offers opportunities for their families to become involved in school activities and learning.

- 75% of staff agree or strongly agree that school leaders provide opportunities for stakeholders to be involved in the school.

Stakeholder Interviews
- Interviews with the superintendent, members of the Perry County Board of Education, members of the district office staff, and the administration of Perry County Central High School indicate that although some efforts have been made to include all stakeholder groups in providing feedback and decision-making, there is no systematic plan to increase stakeholder opportunities or measure the effectiveness of these efforts.

Other Pertinent Information

- In the District Diagnostic Review Self-Assessment, district personnel note for Standard 1.2, "System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel."

- The district rated itself as a 2 for this indicator and the team concurs.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to

apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	**1.8**

	Indicator	Source of Evidence	Performance Level
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • District Presentation • Posted learning objectives in classrooms • Lesson plans • Survey results – AdvancED, TELL • Observations • KDE School Report Card • ELEOT Classroom Observation data • Stakeholder Interviews • Review of document and artifacts	2
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Self-Assessment • Description of the systematic review process for curriculum, instruction, and assessment • Previous KDE Leadership Assessment • Executive Summary • Review of Documents and Artifacts • Lesson plans aligned with curriculum • KDE School Report Card • Survey results – AdvancED, TELL • ELEOT Classroom Observation Data • Stakeholder Interviews • Observations • District Presentation	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	- Observations - Findings from supervisor formal and informal observations - Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs - Self-Assessment - Previous KDE Leadership Assessment - Executive Summary - Review of Documents and Artifacts - Lesson plans aligned to the curriculum - KDE School Report Card - Surveys Data Results – AdvancED, TELL - ELEOT Classroom Observation Data - Stakeholder Interviews - District Presentation	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	- Administrative classroom observation protocols and logs - Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success - Findings from supervisor formal and informal observations - Self-Assessment - Previous KDE Leadership Assessment - Executive Summary - Review of Documents and Artifacts - Lesson Plans aligned to the curriculum - KDE School Report Card - Surveys Data Results – AdvancED, TELL - ELEOT Classroom Observation Data - Stakeholder Interviews - District Presentation	2

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	- Agendas and minutes of collaborative learning committees - Calendar/schedule of learning community meetings - New Teacher Academy - Examples of improvements to content and instructional practice resulting from collaboration - Teacher Leadership Academy - Professional development funding to promote professional learning communities - Administrative classroom observation protocols and logs - Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success - Self-Assessment - Previous KDE Leadership Assessment - Executive Summary - Review of Documents and Artifacts - KDE School Report Card - Surveys Data Results – AdvancED, TELL - ELEOT Classroom Observation Data - Stakeholder Interviews - District Presentation	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the system's instructional process in support of student learning.	- Self-Assessment - Previous KDE Leadership Assessment - Executive Summary - Review of Documents and Artifacts - KDE School Report Card - Surveys Data Results – AdvancED, TELL - ELEOT Classroom Observation Data - Stakeholder Interviews - District Presentation - Agendas and minutes of collaborative learning committees - Administrative classroom observation protocols and logs - Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	2

	Indicator	Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	• Self-Assessment • Executive Summary • Artifacts and documents (descriptions and schedules of mentoring, coaching, and induction programs, agenda, emails) • Stakeholder interviews (MS/HS Instructional Supervisor, Central office staff member in charge of professional development, district Special Education Supervisor) • Superintendent's presentation • Stakeholder Survey Data staff • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • District web site (Teacher's Toolbox, New Teacher, and Teacher Academy) • ELEOT Classroom Observation data	2

Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	- Self-Assessment - Executive Summary - Artifacts and documents (e.g. "Good Things Happening in Perry County Schools," Perry County Month In Review, Open House, College/Career Fair, Adult Education, FRYSC brochure) - Stakeholder interviews (Board members, community partners, district staff in charge of public relations, interviews with MS/HS Instructional Supervisor; district Special Education Supervisor) - Superintendent's presentation - KY TELL Survey - Stakeholder Survey Data (staff, parents, students) 2012 KDE Leadership Assessment 2012 and 2013 District Report Cards 2012 and 2013 priority school Report Cards	2

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	• Self-Assessment • Executive Summary • Artifact and document (12/16 meeting on low attendance students, FRYSC brochure) • Stakeholder interviews (Board member, Community members, MS/HS Instructional Supervisor, district staff in charge of FRYSC; district Special Education Supervisor) • Stakeholder Survey Data (parent, student, staff) • KY TELL Survey • 2012 and 2013 District Report Cards • Description of Advisor-Advisee program at the high school (still in the planning stages) • 2012 and 2013 priority school Report Cards	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	• Self-Assessment • Executive Summary • Artifacts and documents (district grading policy, Protocol for Post-Assessment work, district assessment calendar assessment policy 0.8.222) • Stakeholder interviews (Board members, community members, MS/HS Instructional Supervisor, district Special Education Supervisor) • Superintendent's presentation • Stakeholder Survey Data (staff) • Sample teacher syllabi • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • District web site • ELEOT Classroom Observation data	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	• Self-Assessment • Executive Summary • Artifacts and documents (Plans for PD, PGES, CITTS leads, cadres, Principal PLC) • Stakeholder interviews (MS/HS Instructional Supervisor, central office staff member in charge of professional development/Special Education, ER staff, Board members) • Superintendent's presentation • Stakeholder Survey Data (staff) • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority school Report Cards • District web site • ELEOT Classroom Observation data	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	- Self-Assessment - Executive Summary - Artifacts and documents (Visual and Performing Arts Questionnaire, RTI Blueprint, tablet purchase, Gifted and Talented referral, FRYSC grant, daytime waiver) - Stakeholder interviews (counseling staff, MS/HS Instructional Supervisor, central office staff member in charge of professional development/Special Education, Board members, community members) - Superintendent's presentation - Stakeholder Survey Data (staff, parents, students) 2012 KDE Leadership Assessment 2012 and 2013 District Report Cards 2012 and 2013 priority school Report Cards - ELEOT Classroom Observation data	1

Indicator	Opportunity for Improvement
3.1	**Complete the evaluation and revision of the system's curriculum to ensure all students have challenging and equitable opportunities to develop learning, thinking, and life skills that lead to success at the next level. Establish, communicate, and hold all students to high learning expectations in all courses and provide individualized learning opportunities to support each student in the attainment of these learning expectations.**
	Rationale

Student Performance Data

- Perry County Central High School's state accountability score rose from 41.3 in 2012 to 55.3 in 2013. This increase resulted in Perry County's ranking among Kentucky districts changing from the 8th percentile to the 37th percentile.

- Results show improvement in achievement, gap, growth, college and career readiness (CCR), and the graduation rate from 2012 to 2013.

- As illustrated in the chart below, the school made significant improvement across all academic areas from 2012 to 2013.

Content	Reading		Math		Science		Social Studies		Writing		Language Mechanics	
YEAR	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Points	43.5	54.5	45.9	48.2	46.9	61.2	27.3	39.6	51.9	67.2	62.5	75.8
Gain/Loss	11.0		2.3		14.3		12.3		15.3		13.3	

Classroom Observation Data

- Classroom observation data suggests that differentiated learning opportunities and activities to meet the individual learning needs of students are not common practices in the building.

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 24% of classrooms and partially observed in 22% of classrooms.

- The High Expectations Learning Environment received an overall rating of 2.2 on a 4 point scale.

Stakeholder Survey Data

- A significant portion of teachers and parents (approximately 25% - 30%) were unsure that students were being challenged, that their individual needs were being met, and that the instruction students were receiving was connected to real life.

   o 69% of teachers agree or strongly agree that, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
   o 74% of teachers agree or strongly agree that, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
   o 71% of parents agree or strongly agree that, "My child sees a relationship between what is being taught and his/her everyday life."

Stakeholder Interviews, Document and Artifact Review

- Based on information from interviews conducted with district leadership and school staff as well as review of district and school documentation, the team learned that the district is in the process of revising the system's curriculum maps to ensure all students have challenging and equitable opportunities to develop learning, thinking, and life skills that lead to success at the next level.

 Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.2	**Continue to develop and refine curriculum, instruction and assessment throughout the system to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.**
Rationale	

Student Performance Data

- 2013 Report Card data indicates that the percentage of students performing at Novice or Apprentice levels in core academic areas has decreased since 2012 and is near state averages in most instances. However, the percentage of students performing at Novice and Apprentice levels is still quite high.

  o 50.4% of students performed at Novice or Apprentice levels in reading.
  o 69.5% of students performed at Novice or Apprentice levels in math.
  o 59.8% of students performed at Novice or Apprentice levels in science.
  o 69.9% of students performed at Novice or Apprentice levels in social studies.
  o 2013 Writing achievement data (Grade 10) indicates that 64.1% of students performed at Novice or Apprentice levels.
  o 2013 Writing achievement data (Grade 11) indicates that 41.5% of students performed at Novice or Apprentice levels.
  o 40.5% of students performed at Novice or Apprentice levels in Language Mechanics.

Classroom Observation Data

- The following chart reflects mixed practices regarding the use of formative assessments and how they are used to adjust instruction based on individual student needs. For example, it was evident/very evident that students understood how their work was assessed in 26% of classrooms. It was evident/very evident that students were provided opportunities to revise their work based on feedback in 40% of classrooms.

Perry County Central High School ELEOT Observation Data						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.3	Is asked and/or quizzed about	18%	46%	24%	12%
E.2	2.4	Responds to teacher feedback to improve	18%	36%	34%	12%
E.3	2.4	Demonstrates or verbalizes	8%	56%	24%	12%
E.4	2.0	Understands how her/his work is	36%	38%	20%	6%
E.5	2.3	Has opportunities to revise/improve work	22%	38%	28%	12%

Stakeholder Survey Data

- As shown below, 2013 TELL Kentucky survey results reflect a downturn from 2011 to 2013 regarding respondents' beliefs about professional development. Respondents reported fewer resources, less differentiation, a lack of professional development that deepened teachers' content knowledge, fewer follow-up sessions, and less communication with teachers concerning the evaluation of professional development activities.

Perry County TELL Kentucky Survey Results 2011-2013			
Strand	**Indicator**	**2011**	**2013**
Professional Development	Sufficient resources are available for professional development in my school.	**71%**	**55%**
	Professional development is differentiated to meet the needs of individual teachers.	**61%**	**53%**
	Professional development deepens teachers' content knowledge.	**69%**	**56%**
	In this school, follow up is provided from professional development	**55%**	**46%**
	Professional development is evaluated and results are communicated to teachers.	**62%**	**50%**

- In the AdvancED surveys administered in the fall of 2013, 74% of teachers agreed or strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."

Stakeholder Interviews, Document and Artifact Review

- Based on information from interviews conducted with district leadership and school staff and review of district and school documentation, the district is in the process of revising the system's curriculum maps to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.

Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.3	**Develop policies, support and monitor practices that ensure teachers 1) deliberately plan and effectively implement high-yield instructional strategies that engage students through participation in activities that require collaboration, self-reflection, and development of critical thinking skills, etc., 2) analyze student formative assessment data to design personalized instruction to meet the needs of the individual learners, 3) identify and implement instructional strategies which promote higher order knowledge and skills, the integration of content with other disciplines, and the use of technologies as instructional resources and tools.**
Rationale	

Student Performance Data

- Perry County Central's ACT composite for 2013 was 17.3, which represents a decrease of 0.2 from 2012 and is 1.9 points below the state average.

- K-PREP End-of-Course (EOC) Assessments for 2013 indicate that Perry Central students are preforming below state averages in all academic areas except biology. EOC data also suggests significant gaps between male and female students.

2013 K-PREP End-of Course Assessment Summary (N=Novice, A= Apprentice, P=Proficient, D=Distinguished)				
	PC 2013 N & A	KY 2013 N & A	PC 2013 P & D	KY 2013 P & D
English II	50.9	44.2	49.1	55.8
English II Male	63.4	49.9	36.6	50.0
English II Female	38.2	38.2	61.8	61.8
Algebra II	69.5	64	30.5	36.0
Algebra II Male	81.7	63.8	18.4	36.2
Algebra II Female	51.5	64.2	48.5	35.8
Biology	60.0	63.7	40.0	36.3
Biology Males	66.7	62.9	33.3	37.1
Biology Females	52.7	64.6	47.3	35.4
US History	70.3	48.7	29.7	51.3
US History Males	73.7	45.2	26.3	54.8
US History Female	66.6	52.3	33.3	47.7
ALL COURSES				
Average All Students	62.7	55.2	37.3	44.9
Average Males	71.4	55.5	28.7	44.5
Average Females	52.3	54.8	47.7	45.2

Classroom Observation Data

- Though survey data and interviews with some stakeholders pointed to widespread differentiation of instruction based on student needs, classroom observations found that differentiation was evident/very evident in just 24% of classrooms.
- As illustrated by the data in the table below, classroom activities that required higher-order thinking or making connections to real life were not present in most classrooms.

Perry County Central High School ELEOT Observation Data						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.8	Has differentiated learning opportunities and activities that meet her/his needs	54%	22%	14%	10%
B.5	2.1	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	34%	38%	14%	14%
D.1	2.7	Has several opportunities to engage in discussions with teacher and other students	10%	38%	28%	24%
D.2	2.3	Makes connections from content to real-life experiences	30%	30%	20%	20%
D.3	2.8	Is actively engaged in the learning activities	6%	32%	36%	26%

Stakeholder Survey Data

- Stakeholder survey data does not suggest the systematic use of differentiated instruction or individualization, or that teachers modify and adapt their instruction based on student need.

    - 69% of teachers agree or strongly agree that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
    - 42% of students agree or strongly agree that "All of my teachers change their teaching to meet my learning needs."

Stakeholder Interviews, Document and Artifact Review

- Interviews conducted with district leadership and school staff and review of district and school documentation suggest that teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. However, classroom observations and student survey responses suggest that personalization of instruction is not present in the majority of classrooms.

Other Pertinent Information

- The district rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.4	**Examine the effectiveness of existing supervision and evaluation procedures including direct classroom observation, i.e., walkthroughs. Use the results of this examination to improve supervision and evaluation processes to ensure that teachers 1) are provided immediate, specific feedback to ensure the instruction is aligned with the system's values and belief about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.**
Rationale	

Student Performance Data

- Student growth percentile is generated by comparing an individual student's score to the scores of academic peers across the state using two years of test scores. As illustrated in the chart below, there was significant improvement in Perry Central High School's student growth percentile between 2012 and 2013. Increased percentages of students making typical or higher annual growth would be associated with the targeting of instructional strategies, improvement in pacing, expanded use of formative assessments to monitor and adjust curriculum, instruction, and assessment practices, etc.

YEAR	READING Percent of students making typical or higher annual growth		MATH Percent of students making typical or higher annual growth	
	Perry Central HS	Kentucky	Perry Central HS	Kentucky
2013	57.1%	56.9%	44.0%	57.3%
2012	44.5%	59.0%	35.1%	57.9%

Classroom Observation Data

- While student performance data reflects improving instructional practices, classroom observations reveal that differentiation, student engagement, and/or establishing and monitoring high expectations for all students has not been fully realized in all classrooms.

  o It was evident/very evident in 24% of classrooms that students were provided differentiated learning opportunities and activities that met their needs.
  o It was evident/very evident in 36% of classrooms that students were asked about their own learning.
  o It was evident/very evident in 28% of classrooms that students were asked and responded to questions that required higher-order thinking.

Stakeholder Survey Data

- 42% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." Of this total, students in Grade 10 have the highest strongly agree/agree responses.

- 92% of staff agree or strongly agree that school leaders monitor data related to student achievement.

- 88% of staff agree or strongly agree that school leaders monitor data related to school continuous improvement goals.

- 88% of staff agree or strongly agree that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

Stakeholder Interviews, Document and Artifact Review

- Based on information from interviews conducted with district leadership and school staff as well as review of district and school documentation, walkthroughs are conducted by the leadership team. It is not clear if this practice has been assessed to determine its impact on student learning.

Other Pertinent Information

- The district rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.5	**Develop policies, support and monitor practices that ensure all system staff, including teachers, engage in collaborative learning communities to grow professionally, improve classroom instruction, enhance student learning, and system effectiveness. Engage school and district stakeholders in the examination of results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching to improve professional practice across the system. Document and monitor to ensure collaboration results in improved instructional practice, student performance as well as school and system effectiveness.**
Rationale	

Student Performance Data

- District results show improvement in achievement, gap, growth, college and career readiness (CCR), and the graduation rate from 2012 to 2013.

Perry County	Achievement		Gap		Growth		CCR		Graduation	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Elementary	61.9	63.4	38.2	39.5	50.6	52.6				
Middle	58.8	63.4	34.2	37.1	48.3	62.7	39.8	43.4		
High	43.8	54.5	21.0	34.1	40.1	48.5	27.6	53.3	78.3	83.1

Classroom Observation Data

- ELEOT observations reveal that the quality and effectiveness of instruction varies widely from one classroom to another. Additionally, the school wide use of effective practices identified through classroom observations varied significantly.

  o It evident in 4% of classrooms and very evident in 2% of classrooms that students were given opportunities to learn about their own and others' backgrounds, suggesting that students seldom have opportunities to relate learning to their own personal experiences.
  o In was evident that students were provided exemplars of high quality work in 12% of classrooms.
  o It was evident/very evident that students spoke and interacted respectfully with teacher(s) and peers in 74% of classrooms.
  o It was evident/very evident that students followed classroom rules and worked well with others in 80% of classrooms.

Stakeholder Survey Data

- According to the staff survey, 73% of teachers agree or strongly agree that school leaders support an innovative and collaborative culture.

- 81% of teachers agree or strongly agree that, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

Stakeholder Interviews, Document and Artifact Review

- Based on information from interviews conducted with district leadership and school staff as well as review of district and school documentation, it appears that Professional Learning Communities (PLC) have been established and have a regular meeting schedule. Data analysis is a part of this process, but the data has not been examined deeply to determine student needs for differentiation of learning. Examination of student work and the development of common assessments are extremely limited at this time.

- Two district initiatives, the New Teacher Academy and the Teacher Leader Academy, have been initiated to provide support for new teachers and to recognize and further expand the skills of promising teacher leaders.

Other Pertinent Information

- The district rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.6	**Develop policies, support and monitor practices that further strengthen the process to inform students of learning expectations and standards of performance that includes not only student friendly learning targets, but exemplars of high quality work to guide and inform performance. Ensure that specific and immediate feedback about student learning is consistently provided. This focus should emphasize the use of formative assessments to immediately inform and modify instructional activities.**
	Rationale

Student Performance Data
- Perry County Schools showed significant improvement between 2012 and 2013. The district's overall state accountability scores increased from 46.2 in 2012 to 53.1 in 2013. This increase resulted in Perry County's ranking among Kentucky districts changing from the 8th percentile to the 37th percentile.

Classroom Observation Data
- It was evident that students were provided with exemplars of high quality work in only 12% of classrooms.
- Though data-driven decisions were a recurring theme in some leadership interviews, the use of data to inform classroom instruction is lacking, as reflected in the following table.

Perry County Central High School - ELEOT Observation Data						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.3	1.5	Is provided exemplars of high quality work	60%	28%	12%	0%
E.2	2.4	Responds to teacher feedback to improve understanding	18%	36%	34%	12%
E.3	**2.4**	Demonstrates or verbalizes understanding of the	8%	56%	24%	12%
E.4	**2.0**	Understands how her/his work is assessed	36%	38%	20%	6%
E.5	**2.3**	Has opportunities to revise/improve work based on feedback	22%	38%	28%	12%

Stakeholder Survey Data

- 70% of students agree or strongly agree that the school gives multiple assessments to check for students' understanding of what was taught.

- 78% of parents agree or strongly agree with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."

- 66% of staff agree or strongly agree that, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

Stakeholder Interviews, Document and Artifact Review

- Based on information from interviews conducted with district leadership and school staff as well as review of district and school documentation, most teachers in the system seem to use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students, but are very limited. The process of including multiple measures, including formative assessments, to inform the ongoing modification of instruction is limited.

Other Pertinent Information

- The district rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.7	**Build upon and strengthen current mentoring, coaching and induction programs for all system personnel that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. Ensure that these programs set high expectations for all system personnel and include valid and reliable measures of performance.**
Rationale	

Student Performance Data

- Although significant progress has been made, Perry County Central High School remains above the state average for students scoring in Novice and Apprentice levels in reading, math, social studies, and writing. The school is below the state average with students scoring at Proficient and Distinguished levels in the same core areas, suggesting widely varying levels of instructional effectiveness across the school.

	2012	2013	2013	2012	2013	2013
	School % N & A[1]	*School %* N & A[1]	State % N & A[1]	*School %* P & D[2]	*School %* P & D[2]	State % P & D[2]
Reading	63.7	50.4	44.2	36.3	49.5	55.8
Math	74.5	69.5	64	25.4	30.5	36.0
Science	73.3	59.8	63.7	26.7	40.2	36.3
Social St	83.8	69.9	48.7	16.1	30.1	51.3
Writing	72.9	53.2	51.8	27.1	46.8	48.2
Language Mechanics	54.7	40.5	48.6	45.2	59.5	51.4

[1]Novice & Apprentice   [2]Proficient and Distinguished

Classroom Observation Data

- Though the district has initiated a number of mentoring, coaching, and induction programs (e.g., New Teacher Academy, Teacher Leader Academy), areas of concern remain. The Perry County Central High School classroom observation data shows wide variation in instructional effectiveness among classrooms. The table below suggests that there is room for growth in all seven learning environments.

Learning Environment	Average (4.0 scale)
Equitable Learning	2.2
High Expectations	2.2
Supportive Learning	2.6
Active Learning	2.6
Progress Monitoring	2.3
Well-Managed Learning	2.8
Digital Learning	2.0

Stakeholder Survey Data

- Stakeholder survey data suggests that the mentoring and coaching support for teachers needs to be improved.

  - 52% of staff agree or strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
  - 57% of staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

Stakeholder Interviews, Document and Artifact Review

- The Teacher Leadership Academy and New Teacher Academies were implemented during the 2013-14 school year in order to improve instruction and build leadership capacity.

  - The New Teacher Academy meets monthly and offers topics including:

    - Using Stations for Classroom Differentiation
    - *The Strategic Teacher* by Silver and Strong - Best Practices
    - One-to-One Observation and Coaching
    - Classroom Management
    - Curriculum/Pacing - Teaching Power Standards
    - Choice Menus/Student Choice
    - Research-Based Best Practices
    - Reading Strategies

  - The Teacher Leadership Academy is comprised of eighteen K-12 teachers. They meet monthly and during the summer to revise/enhance curriculum maps, create common assessments (summer 2014), mentor teachers, and provide job-embedded and after school professional development.

Indicator	Opportunity for Improvement
3.8	**Design, implement, and evaluate programs that engage families in their child's education in meaningful ways. Create a system that will provide families multiple ways of staying informed of their child's learning progress.**
Rationale	

Stakeholder Survey Data

- Responses from stakeholder groups suggest that the programs offered to families might not be as engaging as possible.

  o 55% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
  o 45% of staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

- Responses from stakeholders suggest that not all parents/guardians believe all teachers help them to understand their child's progress.

  o 72% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."

TELL Kentucky Survey Data:

- The 2013 TELL Kentucky survey data for Perry Central High School suggests that 44% to 59% of the staff perceive that the programs offered to families might not be engaging and/or meaningful or might not keep parents informed about their children's learning.

  o 53% of certified staff agrees with the statement, "This school does a good job of encouraging parent/guardian involvement."
  o 57% of certified staff agrees with the statement, "Parents/guardians know what is going on in this school."
  o 41% of certified staff agrees with the statement, "Parents/guardians support teachers, contributing to their success with students."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district staff, board members, community members, as well as a variety of artifacts indicated that although the district offers many programs for families (e.g., Health, Wellness and Resource Fair; Grandparents Day in the Park; College and Career Night; Science Fair; Computers and Beginning Internet Workshop for Parents), participation at the high school level is minimal, with the exception of athletics. The district is advertising parent events at the athletic games in hopes of increasing parent involvement.

- Every school in the Perry County School District is registering for the Governor's Commonwealth Institute for Parent Leadership that will be held in summer 2014.

Indicator	Opportunity for Improvement
3.9	**Design and evaluate structures in all schools whereby each student is well known by at least one adult advocate who supports that student's educational experience. Ensure that the structure allows educators to build long term relationships with students.**
Rationale	

Student Performance Data

- The 2013 School Report Card indicates that the percentage of students performing at Novice or Apprentice levels in core academic areas has decreased from 2012. The percentage of students performing at Novice and Apprentice levels, while near state averages in most instances, are still quite high. The high percentage of students performing at Novice and Apprentice levels suggests a need for a system where each child is mentored by an adult on a regular basis.

  o 50.4% of students performed at Novice or Apprentice levels in reading.
  o 69.5% of students performed at Novice or Apprentice levels in math.
  o 59.8% of students performed at Novice or Apprentice levels in science.
  o 69.9% of students performed at Novice or Apprentice levels in social studies.
  o 2013 Writing achievement data (Grade 10) indicates that 64.1% of students performed at Novice or Apprentice levels.
  o 2013 Writing achievement data (Grade 11) indicates that 41.5% of students performed at Novice or Apprentice levels.
  o 40.5% of students performed at Novice or Apprentice levels in Language Mechanics.

Stakeholder Survey Data

- Stakeholder survey data regarding all students being well-known and having a long-term relationship with one adult in the school is mixed.

  o 60% of staff agree or strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."
  o 79% of parents agree or strongly agree with the statement, "My child has at least one adult advocate in the school."
  o However, just 48% of students agree or strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting that over half of the students do not perceive that they are well known and have a long-term relationship with at least one school adult.

Stakeholder interviews, Document and Artifact Review

- District interviews indicated that an advisor-advisee program in which every high school student is mentored by and conferences with a teacher on a regular basis is in the planning stages for the 2013-14 school year. The plan includes data/goal setting student folders that will be reviewed and updated by each student several times a year under the guidance of an adult mentor.

Indicator	Opportunity for Improvement
3.11	**Develop and implement a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction for all professional and support staff. Include differentiated components based on an assessment of needs of the system and the individual. Systematically evaluate the programs for effectiveness in improving instruction, student learning, and the conditions that support learning.**
Rationale	

Student Performance Data:

- K-PREP End-of-Course Assessment results for 2012 and 2013 indicates that Perry Central students are performing below state averages in all academic areas except biology. EOC data also suggests significant gaps between male and female students. As shown in the table for Indicator 3.3, the average for all Kentucky students scoring at Novice and Apprentice Levels on all EOC Assessments was 55.2, and for Perry Central the average for all students was 62.7. When disaggregated by male/female, the average of Kentucky males scoring at Novice and Apprentice Levels was 55.5, while the average for males in Perry County was 71.4. By contrast, the average of Kentucky females scoring at Novice and Apprentice Levels was 54.8, while the average for females in Perry County was 52.3. There were 15.5% more males than females at Perry County Central who scored at Novice and Apprentice levels, compared to a 2.5% difference at the state level.

Classroom Observation Data

- Classroom observation suggests that some teachers in the school are using effective instructional practices. However, the extent to which these practices are in evidence throughout the school is limited, suggesting that the school's professional development program may not be effective in building teacher capacity to address all students' learning needs.
    - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 40% of classrooms.
    - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 28% of classrooms.
    - Instances in which students were actively engaged in learning activities were evident/very evident in 62% of classrooms.

Stakeholder Survey Data

- 72% of staff agrees with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."

- 81% of staff agrees with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

Stakeholder Interviews, Document and Artifact Review

- Interviews and artifacts suggest that the district is implementing systems to promote a continuous program of professional learning. Examples are several ongoing learning cohorts, New Teacher and Teacher Leadership Academies, a principal PLC, and a district PLC.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	**2.1**

	Indicator	Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	• Self-Assessment • Executive Summary • Artifacts and Documents (e.g., 2011-12, 2012-13, and 2013-14 Working Budgets; Professional Growth and Evaluation Manual; Certified Staff Employment; Board policies 03.11 Hiring (certified), 03.21 Hiring (classified) • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Superintendent's presentation	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Artifacts and Documents (Board policies 03.14 School Calendar, 08.31 School Day, 02.4331 School Staffing (SBDM), 02.4242 School Budget & Purchasing (SBDM), 08.232 Instructional Resources • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Superintendent's presentation	3

Indicator		Source of Evidence	Performance Level
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Artifacts and Documents (Board policies 03.14 Health and Safety (Certified), 03.24 Health and Safety (Classified), 05.4 Safety (Facilities), 05.411 Fire Drills, 05.411 Building Lockdowns, Employee Handbook, Documents related to Safety Committee meetings, Safety Training documentation, • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Superintendent's presentation	2
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts (e.g., Public forum documentation, Four-year facility plan, CDIP, CSIP, Board policies 02.44 Accountability (SBDM), 04.1 Budget Planning and Adoption) • Superintendent's presentation	1

Indicator		Source of Evidence	Performance Level
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	• Superintendent's presentation • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts (e.g., District Technology Plan, Board policies 08.2322 Review of Instructional Materials, 08.233 Library Media Centers) • Superintendent's presentation	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts (e.g., District Technology Plan, Board policies 08.2323 Access to Electronic Media, 08.2321 Copyrighted Materials, 09.4261 Telecommunications Devices) • Superintendent's presentation	3

	Indicator	Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts (e.g., Child referral information for Kentucky River Community Care, 7 Step System/ Process for student referrals, Board policies 08.14 Guidance, 08.141 At Risk Students, 09.22 Student Health and Safety, 09.221 Supervision of Students, 09.2 Student Welfare and Wellness)	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts (e.g., Child referral information for Kentucky River Community Care, 7 Step System/ Process for student referrals, Board policies 08.1213 Career and Technical Education, 08.14 Guidance, 08.141 At Risk Students, 09.22 Student Health and Safety, 09.221 Supervision of Students, 09.2 Student Welfare and Wellness)	2

Indicator	Opportunity for Improvement
4.1	**Collaborate with the Board of Education to review and revise as necessary, staffing allocation policies to ensure that qualified professional and support staff members in sufficient numbers are in place to fulfill their roles and responsibilities necessary to support the school district's purpose, direction, educational program, and continuous improvement.**
Rationale	

Stakeholder Survey Data

- 87% of staff agree or strongly agree with the statement, "Our school provides qualified staff members to support student learning."

- 80% of parents agree or strongly agree with the statement, "Our school provides qualified staff members to support student learning."

- According to the 2013 TELL Kentucky survey, 75% of staff agree or strongly agree that their school is a good place to work and learn.

- According to the 2013 TELL survey, 54% of staff agree or strongly agree that class sizes are reasonable.

Stakeholder Interviews, Document and Artifact Review

- According to 2012-2013 District Report Card:

  o Average spending per pupil at Perry Central High School is $8,389, while the average spending per pupil in the district is $8,610.
  o The average student-teacher ratio in the district is 15:1.
  o Eleven teachers in the district are Nationally Board Certified (five of these teachers are at Perry Central High School).
  o Over 85% of the teachers in the district have a master's degree or higher.

- In interviews the superintendent, members of the district leadership team, and school leaders all noted the difficulty of finding qualified applicants for some core academic content areas (e.g., mathematics). However, there was no discussion about active, ongoing, and systemic recruitment activities (e.g., attending college and university job fairs, enhanced salary and benefit packages, etc.).

Other Pertinent Information

- Board policy 02.4331 reads in part, "Certified Staff: Statutory class size caps based on projected student enrollment to the nearest one-tenth position minus all state enrollment deductions," which suggests that staffing decisions are compliance-driven rather than strategically informed.

Indicator	Opportunity for Improvement
4.3	**Develop a formal plan that ensures that the facilities, services and equipment provide a safe, clean and healthy for all students and staff and communicate the plan to all stakeholders.**
Rationale	

Classroom Observation Data

- Student and teacher interactions reflected a generally positive and healthy tone.

  o It was evident/very evident that students in 74% of classrooms that students spoke and interacted respectfully with teacher(s) and peers.
  o It was evident/very evident in 80% of classrooms that students followed classroom rules and worked well with others.
  o It was evident/very evident in 74% of classrooms that students knew classroom routines, behavioral expectations, and consequences.

Stakeholder Survey Data

As reflected in the following data, students and staff have different perspectives regarding building safety and cleanliness.

- 47% of the students agree or strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning.

- 85% of the staff agree or strongly agree with the statement, "Our school maintains facilities that contribute to a safe environment."

- 79% of the staff agree or strongly agree with the statement, "Our school maintains facilities that support student learning."

Stakeholder Interviews, Document and Artifact Review

- Building leadership and required documentation indicate that safety drills (e.g., fire, tornado, etc.) are typically held as required by state law. According to interviews, the school has been delayed in completing some drills (i.e., earthquake) because of snow days.

- During interviews, students stated that they feel safe in schools. They reported that they can now walk into school bathrooms without walking through a wall of smoke. Additionally, students stated that they no longer skip classes since they have an escort if they leave the classroom during class time.

- The Perry County Employee Handbook states, "Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following district requirements for intervening and reporting to the principal or immediate supervisor those situations that threaten, harass, or endanger the safety of students."

- The District Diagnostic Report for 4.3 states in part, "System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these

definitions and expectations with most stakeholders…Some measures are in place that allow for tracking of these conditions."

Other Pertinent Information

- A letter from Ohio Casualty confirms that safety training was provided for school personnel in 2012 and 2013.

- School observations reveal that some maintenance issues need attention (e.g., edge coverings on many of the steps are missing or torn, paint is worn on some door facings, some walls have been patched but the patch remains unpainted.) These issues suggest that there is not a well-developed system of building maintenance inspections similar to the 10 day plans that are evident elsewhere in the district.

- The district's 2013-14 School Safety Report states, "Schools in the Perry County School System have not been required to adopt a SBDM council policy in the past. The schools are at present time being instructed by central office staff to develop and adopt policy for the adoption of an Emergency Management Plan."

- The district has a well-defined Maintenance Request Process.

- Correspondence between school district personnel and personnel working for safety-related agencies (e.g., Kentucky Employers' Mutual Insurance, Kentucky Mountain Security) suggests that district personnel are working proactively to improve safety conditions in the district.

- The district rated itself a 2 for this indicator, and the team concurs.

Indicator	Opportunity for Improvement
4.5	**Devise, implement and monitor a system that provides effective information resources and related personnel, ensuring that all students and school and system personnel have access to a collection of media and information resources to achieve the educational programs of the school district and its schools. Additionally, create a process to ensure highly qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.**
Rationale	

Classroom Observation Data

- While the school district has provided a wealth of technology to be used in the schools, student use of technology appears to be limited.

  o It was evident/very evident in 48% of classrooms that students used digital tools or technology to gather, evaluate, and/or use information for learning.
  o It was evident/very evident in 48% of classrooms that students used digital tools or technology to conduct research, solve problems, and/or create original works for learning
  o It was evident/very evident in 30% of classrooms that students used digital tools or technology to communicate and work collaboratively for learning

Stakeholder Survey Data

- Stakeholders were generally positive in responding to the availability of technological resources available in the high school.

  o 84% of parents agreed or strongly agreed that, "My child has up-to-date computers and other technology to learn."
  o 67% of students agreed or strongly agreed that, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."
  o 73% of staff agreed or strongly agreed that, "Our school provides a plan for the acquisition and support of technology to support student learning."
  o 77% of staff agreed or strongly agreed that, "Our school provides a plan for the acquisition and support of technology to support the school's operational needs."

Stakeholder Interviews

- Interviews with district leadership revealed that because of the growing number of technologies available in the school, the internet bandwidth has been tripled.

Documents and Artifacts

- The Perry County Professional Development document has one reference to technology, (Technology Based on School Needs), suggesting that a comprehensive, well-planned professional development plan to support training needed to support teacher acquisition of necessary skills to fully use available technologies has not been implemented.

- The district technology plan notes the district's belief of the impact that technology might have on student learning. The plan states, "The administration and staff of Perry County Schools are committed to ensuring that the technology in the schools is in good working order within a safe environment. By implementing strategic planning and differentiated instruction, our students will meet proficiency by 2014."

- While the technology plans have a number of targeted goals (e.g., "Teaching will become more effective due to a technology rich-environment," "Student achievement will increase through effective use of technology," "By spring 2012, the percent of teachers who integrate technology successfully into lessons will increase"), no data was presented to provide a measure of progress toward meeting these goals.

Indicator	Opportunity for Improvement
4.7/4.8	**Develop, implement, and monitor the effectiveness of a process to determine the physical, social and emotional needs of all students. This process should include counseling, assessment, and educational and career planning for all students. Collect valid and reliable measures of program effectiveness that provide data allowing for regular and comprehensive program evaluation.**
Rationale	

Student Performance Data:
- Overall student assessment data points to a significant improvement in ranking among Kentucky high schools from the 5th percentile to the 55th percentile. This increase reflects improvement in achievement, gap reduction, student growth, college and career readiness (CCR), and graduation rate. However, a comparison of the school's results and statewide averages for ACT reflect mixed results.

	Percent of 11th Graders Meeting CPE College Readiness Benchmarks on ACT (18 on English, 19 on Mathematics, 20 on Reading)		Kentucky Average
	2012	**2013**	**2013**
English	47.6	38.5	53.1%
Mathematics	21.6	22.4	39.6%
Reading	36.5	33.3	44.2%

- As illustrated in the chart below, district results show improvement in achievement, gap, growth, college and career readiness (CCR), and the graduation rate from 2012 to 2013.

Perry County	Achievement		Gap		Growth		CCR		Graduation	
	2012	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
Elementary	61.9	63.4	38.2	39.5	50.6	52.6				
Middle	58.8	63.4	34.2	37.1	48.3	62.7	39.8	43.4		
High	43.8	54.5	21.0	34.1	40.1	48.5	27.6	53.3	78.3	83.1

Stakeholder Survey Data

- 48% of students agree or strongly agree that, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

- 42% of students agree or strongly agree that, "In my school, all students are treated with respect."

- 59% of students agree or strongly agree that, "My school prepares me to deal with issues I may face in the future."

- 65% of students agree or strongly agree that "In my school, I have access to counseling, career planning, and other programs to help me in school."

Stakeholder Interviews

- Interviews at both school and district levels indicate that support systems to meet the physical, social, and emotional needs of students are provided through a social worker assigned to the school, the Family Resource and Youth Service Center, and other community agencies. However, the implementation of a system-wide process and district coordination of such programs was not clearly evident. The degree to which the system evaluates the effectiveness of support systems is not evident.

- District and school level personnel indicated that guidance and career planning was provided by the school's guidance counselors.

- School and district personnel indicate that an advisor/advisee program is being planned, but has not been implemented.

- Stakeholders discussed a number of programs designed to meet the physical needs of students including the backpack program

Documents and Artifacts

- According to the *Good Things* newsletter (August-December 2013), the district has 677 employees. Of that number, 205 contribute to the Backpack Program through payroll deduction for a total of $1,059 each month. The cost of the program is $12,500 per month with the balance of funding coming from grant funds and other external funding sources (e.g., churches).

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement		Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.		**2.6**
Indicator	**Source of Evidence**	**Performance Level**

5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	- Superintendent presentation - Assessment Calendar - District and School leadership interviews - Post Assessment Protocol Form - College and Career Readiness (CCR) Monitoring Form - Self-Assessment - Executive Summary - School Report Cards 2012, 2013 - Leadership Assessment	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	- Superintendent presentation - Assessment Calendar - District and school leadership interviews - Post Assessment Protocol Form - College and Career Readiness (CCR) Monitoring Form - Self-Assessment - Executive Summary - School Report Cards 2012, 2013 - Leadership Assessment - Measure of Academic Progress Assessment Trend Data	3

5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	• Superintendent presentation • Assessment Calendar • Perry County Professional Development Plan • District and school leadership interviews • Post Assessment Protocol Form • College and Career Readiness (CCR) Monitoring Form • Self-Assessment • Executive Summary • School Report Cards 2012, 2013 • Leadership Assessment • Professional Learning Communities Agendas at District and School Level • Training Attendance Documentation	2
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	• Superintendent presentation • Assessment Calendar • Comprehensive School and District Improvement Plans • District and school leadership interviews • College and Career Readiness (CCR) Monitoring Form • Self-Assessment • Executive Summary • School Report Cards 2012, 2013 • Leadership Assessment • Student Data Day • College Fair • College and Career Readiness Brochure • Board of Education Work Session Agendas	3

5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	• Superintendent presentation • Assessment Calendar • District and school leadership interviews • Post Assessment Protocol Form • College and Career Readiness (CCR) Monitoring Form • Self-Assessment • Executive Summary • School Report Cards 2012, 2013 • Leadership Assessment • Monthly newsletters • Quarterly Reports to Community Partners • Board of Education Work Sessions Agendas • Student Data Days • Social media – Facebook, Twitter	3

Indicator	Opportunity for Improvement
5.1	**Further define a comprehensive assessment system that is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.**
Rationale	

Student Performance Data

- The district monitors data from all schools. Perry County Central High School student performance data shows some improvements on multiple measures. Examples of this improvement can be found in ACT trend data, End-of-Course assessment data, and fall/winter MAP data. The district and school leadership team use data points such as these to further develop improvement plans.

Classroom Observation Data

- ELEOT observations reflect that continuous assessment informing daily instruction is not in place in all classrooms. The Progress Monitoring Environment was rated a 2.3 on a 4.0 scale.

Stakeholder Survey Data

- Perry County Central High School conducted surveys with students, staff, and parents using AdvancED tools in October 2013.

  - The staff survey indicated that 66% of staff uses multiple measures to assess learning.
  - The student survey indicated that 70% of students reported teachers using multiple assessments to measure their learning.

Stakeholder Interviews

- Interviews with district and school leadership indicated the use of multiple assessments within the district in addition to state mandated assessments. Measures such as Common Assessments in grades 3-8, MAP testing in grades 3-9, Think-Link in grades 10-11, and Quality Core benchmarks in English II, Biology, and Algebra II are used for monitoring progress toward targets, but interviews indicated no evaluation of the effectiveness of these tools.

Documents and Artifacts

- The Perry County School District provided various documents for the team's review. The Assessment Calendar defined the various tools used as assessments in the district throughout the school year and provided a timeline for administration. Documents such as Post Assessment Protocol and CCR Monitoring Forms were used as examples of monitoring.

- The District Diagnostic Review Self-Assessment for 5.1 states in part that, "The assessment system provides consistent measurement across classrooms, courses, educational programs, and system divisions. Some assessments are proven reliable and bias-free."

- Board policy 08.22 states, "The Superintendent shall recommend and the Board shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations." Interviews with district and school leaders suggest that this process is in the early stages of development.

Indicator	Opportunity for Improvement
5.3	**Ensure that all professional and support staff members are regularly and systematically trained in professional development program related to evaluation, interpretation and use of data.**
Rationale	

Student Performance Data

- Although significant progress has been made, Perry County Central High School remains above the state average for the number students scoring at Novice and Apprentice levels in reading, math, social studies, and writing and below the state average for the number of students scoring at Proficient and Distinguished levels in the same core areas. This data suggests that data-informed instructional planning and delivery is not occurring in all classrooms.

Stakeholder Survey Data

- Perry County Central High School conducted surveys with students, staff, and parents using AdvancED tools in October 2013.

    o 65% of staff agree or strongly agree with the statement, "Our School ensures all staff members are trained in the evaluation, interpretation and use of data."
    o 70% of students agree or strongly agree that, "My school gives me multiple assessments to check my understanding of what was taught."
    o 42% of students agree or strongly agree that, "All of my teachers change their teaching to meet my learning needs."

These results suggest that even if teachers have been trained to evaluate and interpret data, this training is not being fully implemented when planning and delivering instruction.

Stakeholder Interviews, Document and Artifact Review

- District and school leadership interviews indicate that professional development on data interpretation and its effective use is emerging within the district. Development of Leadership PLCs at the district office and select development of content area PLCs at the school level are progressing toward effective professional development in this area.

- Materials from professional development training (i.e., PowerPoint *Priority in a Nutshell*) state, "Ensure continuous use of data to inform and differentiate instruction." Nevertheless, ELEOT observations suggest this is not happening (A.1 Differentiated learning opportunities for students was evident/very evident in 24% of classrooms).

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on Tuesday, March 18, 2014 to begin a preliminary examination of Perry County Public Schools Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, March 23, 2014 and concluded their work on Wednesday, March 26, 2014.

Perry County schools and system leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
District and School Leaders	26
Teachers and Support Personnel	4
Board Members	5
Parents & Community Members	5
Students	0
TOTAL	40

The Diagnostic Review team examined data from 50 classroom observations at Priority School conducted March 24, 2014 using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings:

During the past two years, Perry County School district leadership has made major strides in improving the capacity of the organization to support improvement of student achievement and the conditions that support learning. The former superintendent retired in November 2012, at which time the Perry County Board of Education opted to fill the superintendent position with an interim for the remainder of the 2012-13 school year. In May 2013, the Perry County Board of Education selected the interim superintendent who was permanently hired as superintendent on July 1, 2013. Even though the current superintendent has only been in place less than a year, it is very evident that most or all of the improvement in the organization's capacity to lead has occurred during his tenure.

Interviews and review of documentation indicate a renewed focus on creating a culture of transparency, accountability, and student achievement. A realigned, formal job description for each member of the district's central office staff and the hiring of a middle/secondary supervisor of instruction laid the foundation for personal accountability and responsibility for student success. The superintendent developed a set of non-negotiables for the district that include:

1) *The Perry County School district will promote a positive culture void of excuses through effective communication.*
2) *All stakeholders (i.e. board members, central office staff, school administrators, teachers, students, community members, and parents) will work within clearly defined, transparent roles/job descriptions resulting in sustainable systematic action plans.*
3) *Pertinent data must be produced by any stakeholder requesting resources, and resources must be continually monitored for effectiveness through data analysis.*
4) *All Perry County students will internalize their goals/benchmarks and co-lead a curriculum that prepares them for the next level.*
5) *Within our educational community, each member will hold other members and themselves accountable and will not experience an environment where fear serves as a barrier to success.*

Additionally, the district adopted a new formal vision statement: "*The vision of Perry County Schools is to ensure student success, as measured by college and career readiness, through the building and sustaining of appropriate systems for continuous academic achievement and lifelong endeavors.*"

The governing body of the district holds the superintendent accountable for the day-to-day operation of the district and student achievement results. In turn, the superintendent holds each member of the district and school staff accountable for his or her specific role. The superintendent has had critical conversations with individual employees who have not met expectations and has shown a willingness to use data to terminate, transfer, or demote personnel when it is in the best interest of students and the district.

Interviews and the review of documents show that the district has provided support for the creation and of professional learning communities, a modified block schedule, a one-to-one tablet initiative, and additional teaching staff at the high school. However, evidence does not support that the necessary professional development has been provided for all of these initiatives.

The district has provided for a curriculum and assessment framework, including common formative assessments, for all K-8 schools. However, this work had not been supported at the high school level at the time of the review. Though data analysis has become a focus on decision-making, it has not fully impacted instruction or the implementation of instructional strategies for all learners. Data shows that there is a sizeable gender gap in student achievement, but interviews and a review of documents do not indicate that there is a process to address this issue.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the district efforts, but as a roadmap to build upon the work that has been done thus far.

Report on Standards:

Standard 1 – Purpose and Direction
• The district, with input from stakeholder groups, has adopted new vision, mission, and belief statements to serve as a catalyst for a renewed focus on student achievement. The superintendent has developed a list of non-negotiables to set the tone for professional practice for all district and school employees.
• Though the district has adopted new vision, mission, and belief statements, there is no policy or procedure that systematically outlines a process that ensures that the district revisits and revises these statements on a specific timeline utilizing all stakeholder groups. Additionally, there is no district policy or procedure that holds school leadership accountable for revisiting and revising school vision, mission, and belief statements on a regular basis.

Standard 2 – Governance and Leadership
• The Board of Education has established policies, procedures, and practices aligned with the Kentucky School Board Association policy recommendations for the effective operation of the school district and its schools.
• Interviews and documentation consistently revealed that the Board of Education entrusts the superintendent and school leaders with the autonomy to conduct the day-to-day operations of the district and schools.
• Interviews and documentation consistently revealed that the Board of Education and district and school leadership are focused on meeting the needs of students and a high quality of education. Board members are conducting work sessions at each of the district's schools to gain a better understanding of the needs of the students, staff, and administration at each school. This practice shapes the informed decision-making of the Board.
• Interviews and documentation revealed that the superintendent is consistently and systematically holding school and district leaders accountable to their specific job descriptions. The superintendent utilizes Professional Growth Plans and data analysis to improve and inform professional practice.

Standard 3 – Teaching and Assessing for Learning
• The school, with support of the district, has taken steps to build greater capacity to more effectively manage curriculum. The creation of the middle/secondary supervisor position has provided additional support to the high school.
• The Education Recovery staff has helped school leadership with the implementation of Professional Learning Communities (PLCs) at the high school, but the PLCs are at varying stages of development. The school has designated teachers to lead the PLC work for each department.
• Classroom observations and performance data suggest that the district and school have not been successful with differentiating instruction that meets the needs of all students. Data suggests that there is an achievement gap between males and females.

Standard 3 – Teaching and Assessing for Learning

- The district has implemented a one-to-one electronic tablet initiative for students in grades 8–12. Classroom observations, review of documents, and interviews suggest that professional development for this initiative is still at the initial stages. Classroom observation data revealed that the Digital Learning Environment was the lowest of the seven learning environments on the ELEOT walkthrough instrument.
- The school, with support of the district, has implemented a Response to Intervention (RTI) period during the school day where all students are assigned an instructor to assist with skill development in areas identified through the analysis of assessment data. Interviews indicate that the implementation of this initiative is still in the developing stages.

Standard 4 – Resources and Support Systems

- Policies, procedures, and processes are in place to ensure that the system employs qualified staff and allocates materials and fiscal resources sufficiently to support the purpose, direction, and educational programs of the school system. The district has provided the high school with an additional mathematics and language arts teacher to help meet students' needs.
- Technology infrastructure and equipment are in place to support the instructional program. A one-to-one initiative has been implemented for students in grades 8-12, but classroom observations and interviews indicate that this initiative is still in the developing stages.
- The district has provided additional staff to the high school to help meet the needs of students, including two additional teachers and a social worker. The district and school have also developed partnerships with community and local health agencies to meet the social and economic needs of students.

Standard 5 – Using Results for Continuous Improvement

- Interviews with district leadership, school leadership, and Board members revealed that there is a strong commitment to a renewed focus on the improvement of student achievement. Interviews suggested that athletics had previously been the major emphasis of the district.
- Data from multiple assessments is frequently collected at both the district and school level in order to monitor student achievement. Interviews revealed that district and school leadership meet to look at disaggregated assessment data to assist in making instructional and personnel decisions.

Report on Learning Environment:

During the on-site review, members of the Perry County District and Perry County Central High School Diagnostic Review teams evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 50 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the district. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data. One classroom was not observed due to teacher absence.

Both Diagnostic Review teams (the district team and Perry County Central High School team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources, including reports, interviews, meeting minutes, surveys, and resource materials.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

A. Equitable Learning B. High Expectations C. Supportive Learning

D. Active Learning E. Progress Monitoring F. Well-Managed Learning

G. Digital Learning

Category	Rating
A	1.8
B	1.8
C	2.0
D	2.2
E	1.9
F	2.1
G	1.6

ELEOT Ratings

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A. Equitable Learning Environment							
A.1	**1.8**	Has differentiated learning opportunities and activities that meet her/his needs	54%	22%	14%	10%
A.2	**2.9**	Has equal access to classroom discussions, activities, resources, technology, and support	2%	30%	44%	24%
A.3	**2.6**	Knows that rules and consequences are fair, clear, and consistently applied	14%	24%	50%	12%
A.4	**1.3**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/ differences	78%	16%	4%	2%
Overall rating on a 4 point scale:	**2.2**					

Equitable Learning Environment Analysis

- Classroom observations revealed that, in general, instruction was directed to the whole group rather than meeting the needs of individual learners. It was evident/very evident that students were provided differentiated learning opportunities to meet their needs in 24% of classrooms. A large portion of instructional delivery relied on teacher-centered lecture.

- It was evident/very evident that students had equal access to classroom discussions, activities, resources, technology, and support in 68% of classrooms. Generally, students had opportunities to ask questions and participate in large group discussions.

- It was evident/very evident that students were well-behaved and followed classroom rules in 62% of classrooms.

- Students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in only 6% of classrooms. While the majority of students have similar demographics, providing students with opportunities to learn about their own and their classmates' backgrounds in order to enrich learning experiences for all was rarely observed.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
		B. High Expectations				
B.1	**2.5**	Knows and strives to meet the high expectations established by the teacher	8%	44%	34%	14%
B.2	**2.5**	Is tasked with activities and learning that are challenging but attainable	16%	26%	46%	12%
B.3	**1.5**	Is provided exemplars of high quality work	60%	28%	12%	0%
B.4	**2.3**	Is engaged in rigorous coursework, discussions, and/or tasks	20%	40%	30%	10%
B.5	**2.1**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	34%	38%	14%	14%
Overall rating on a 4 point scale:	**2.2**					

High Expectations Learning Environment Analysis

- It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 48% of classrooms.

- Students were assigned activities and learning that were challenging but attainable 48% of classrooms.

- In general, students were compliant to teacher requests to be seated, listen to instructions, take notes, and so forth. Observers noted teachers drawing specific attention to learning expectations for the lesson, unit, or course in only a few classrooms.

- The use of exemplars to communicate high expectations was evident/very evident in 12% of classrooms. Instances in which students used or talked about sample student work or exemplars to complete an assignment were extremely rare.

- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in 40% of classrooms.

- It was evident/very evident that students were asked and responded to questions that required higher-order thinking in 28% of classrooms. The majority of classroom instruction focused on delivering factual information via whole group, teacher-centered direct instruction or lecture. Mostly questions directed to students required that the student recall information from a previous lesson or printed material.

		C. Supporting Learning				
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
C.1	**2.6**	Demonstrates or expresses that learning experiences are positive	12%	34%	36%	18%
C.2	**2.7**	Demonstrates positive attitude about the classroom and learning	12%	32%	34%	22%
C.3	**2.7**	Takes risks in learning (without fear of negative feedback)	16%	22%	38%	24%
C.4	**2.9**	Is provided support and assistance to understand content and accomplish tasks	6%	22%	48%	24%
C.5	**2.2**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	34%	28%	18%	20%
Overall rating on a 4 point scale:		**2.6**				

Supportive Learning Environment Analysis

- Observers noted the great majority of students demonstrated polite, compliant behavior in response to teacher instruction.

  - It was evident/very evident that students demonstrated or expressed that learning experiences were positive in 54% of classrooms.
  - It was evident/very evident that students demonstrated positive attitudes about the classroom and learning in 56% of classrooms.
  - It was evident/very evident that students were willing to take risks in learning without fear of negative feedback in 62% of classrooms.

- It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 72% of classrooms. With an average score of 2.9 on a 4.0 scale, this indicator tied for the second highest rating of all indicators.

- It was evident/very evident that students were provided additional/ alternative instruction and feedback at the appropriate level of challenge for their needs in 38% of classrooms. As the lowest-rated indicator for this learning environment, this finding suggests that differentiation of instruction is not a common practice.

		D. Active Learning				
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
D.1	**2.7**	Has several opportunities to engage in discussions with teacher and other students	10%	38%	28%	24%
D.2	**2.3**	Makes connections from content to real-life experiences	30%	30%	20%	20%
D.3	**2.8**	Is actively engaged in the learning activities	6%	32%	36%	26%
Overall rating on a 4 point scale:		**2.6**				

Active Learning Environment Analysis

- In general students were involved in lesson activities as evidenced by these statements.

  o It was evident/very evident that students had several opportunities to engage in discussions with teacher and other students in 52% of classrooms.
  o It was evident/very evident that students were actively engaged in learning activities in 62% of classrooms.

- Opportunities to link lesson content with real-life experiences were evident/very evident in 40% of classrooms.

		E. Progress Monitoring				
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
E.1	**2.3**	Is asked and/or quizzed about individual progress/learning	18%	46%	24%	12%
E.2	**2.4**	Responds to teacher feedback to improve understanding	18%	36%	34%	12%
E.3	**2.4**	Demonstrates or verbalizes understanding of the lesson/content	8%	56%	24%	12%
E.4	**2.0**	Understands how her/his work is assessed	36%	38%	20%	6%
E.5	**2.3**	Has opportunities to revise/improve work based on feedback	22%	38%	28%	12%
Overall rating on a 4 point scale:		**2.3**				

Progress Monitoring Learning Environment Analysis

The use of formative assessments that is being cultivated at the district office level has not been fully realized at the classroom level. With an overall ranking of 2.3 on a 4.0 scale, every indicator in Progress Monitoring was evident/very evident in less than half of classrooms.

- It was evident/very evident that students responded to teacher feedback to improve instruction in 48% of classrooms. This indicator received the highest rating in the Progress Monitoring environment.

- It was evident/very evident that students had opportunities to revise or improve work based on feedback in 40% of classrooms.

- It was evident/very evident that students were asked and/or quizzed about their individual progress and learning in 36% of classrooms.

- It evident/very evident that students understood how their work was assessed in 26% of classrooms.

- Students demonstrated or verbalized understanding of the lesson/content in 36% of classrooms.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F. Well-Managed Learning						
F.1	**3.1**	Speaks and interacts respectfully with teacher(s) and peers	2%	24%	40%	34%
F.2	**3.1**	Follows classroom rules and works well with others	0%	20%	50%	30%
F.3	**2.6**	Transitions smoothly and efficiently to activities	22%	22%	34%	22%
F.4	**2.5**	Collaborates with other students during student-centered activities	30%	16%	32%	22%
F.5	**3.0**	Knows classroom routines, behavioral expectations and consequences	2%	24%	48%	26%
Overall rating on a 4 point scale:	**2.8**					

Well-Managed Learning Environment Analysis

- As noted previously students were largely compliant and followed the lead of their teachers. All indicators in the Well-Managed Learning environment were observed in the majority of classrooms.

  - It was evident/very evident that students spoke and interacted respectfully with teacher(s) and peers in 74% of classrooms.
  - It was evident/very evident that students followed classroom rules and worked well with others in 80% of classrooms.
  - It was evident/very evident that students transitioned smoothly and efficiently to activities in 56% of classrooms.
  - It was evident/very evident that students collaborated with other students during student-centered activities in 54% of classrooms.
  - It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 74% of classrooms.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	**2.2**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	40%	12%	36%	12%
G.2	**2.2**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	44%	8%	36%	12%
G.3	**1.7**	Uses digital tools/technology to communicate and work collaboratively for learning	66%	4%	22%	8%
Overall rating on a 4 point scale:		**2.0**				

G. Digital Learning

Digital Learning Environment Analysis

- Given the sizable investment the district has made in technology, the low rating for Digital Learning underscores an opportunity to leverage the available resources through well-planned, monitored, and evaluated professional development aimed at enriching instructional delivery with technology.

  o It was evident/very evident that students used digital tools or technology to gather, evaluate, and/or use information for learning in 48% of classrooms.
  o It was evident/very evident that students used digital tools or technology to conduct research, solve problems, and/or create original works for learning in 48% of classrooms.
  o It was evident/very evident that students used digital tools or technology to communicate and work collaboratively for learning in 30% of classrooms.

Promising Practices

Indicator	Promising Practice
2.4	**The members of the Perry County Board of Education have implemented a schedule of board "work sessions" in each of the district's schools. These meetings are an opportunity for board members to become familiar with the available educational programs and level of instruction in each school. The administration from each school provides the board members with an overview of the school, its initiatives, and programs. The board members, accompanied by school and district administrators, then visit classrooms to observe the programs, initiatives, and classroom instruction. Afterwards, the board members have an opportunity to speak with a group of teachers and students to become better informed of school practices and school needs.**
Rationale	

This practice will provide Board of Education members a better understanding of the instructional programs and needs of each school in the district. This knowledge and understanding will assist board members in making sound instructional and fiscal decisions for the district and its schools. Interviews with school board members revealed that they are enthusiastic about this process and the focus on student achievement.

Improvement Priorities

Indicator	Improvement Priority
3.10	**Develop, implement, and evaluate a grading and reporting system to be used by all teachers in all schools and across all grade levels and courses. Define clear criteria that represent student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.**
Rationale	

Classroom Observation Data

- Data suggests that grading practices based on clearly defined criteria are not apparent in every classroom and that students are not always aware of how they are assessed or how they can improve their work.

  o Instances in which students were provided exemplars of high quality work were evident/very evident in 12% of classrooms.
  o Instances in which students understood how their work was assessed were evident/very evident in 26% of classrooms.

Stakeholder Survey Data

- Survey data suggests stakeholders' understanding of a clearly defined grading and reporting system is mixed.

  o 69% of students agree or strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."
  o 66% of staff agree or strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
  o 78% of staff agree or strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."
  o However, 47% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."

Stakeholder Interviews, Document and Artifact Review

- The superintendent's presentation and interviews with district staff revealed that they are aware that the grading policy needs to be revised in order to consistently and accurately measure student content knowledge and skills.

Indicator	Improvement Priority
3.12	**Use data to systematically and continuously identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as multiple intelligences, gender specific strategies and second languages). Train system and school personnel on current research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.**
Rationale	

Student Performance Data

- Perry County Schools showed significant improvement between 2012 and 2013. The district's overall state accountability scores increased from 46.2 in 2012 to 53.1 in 2013. This increase resulted in Perry County's ranking among Kentucky districts changing from the 8th percentile to the 37th percentile.

- Perry County Central's ACT composite for 2013 was 17.3, which represents a decrease of 0.2 from 2012 and is 1.9 points below the state average.

- K-PREP End-of-Course Assessment results for 2012 and 2013 indicate that Perry Central students are preforming below state averages in all academic areas except biology. EOC data also suggests significant gaps between male and female students (table below).

2013 K-PREP End-of Course Assessment Summary (N=Novice, A= Apprentice, P=Proficient, D=Distinguished)				
	PC 2013 N & A	KY 2013 N & A	PC 2013 P & D	KY 2013 P & D
English II	50.9	44.2	49.1	55.8
English II Male	63.4	49.9	36.6	50.0
English II Female	38.2	38.2	61.8	61.8
Algebra II	69.5	64	30.5	36.0
Algebra II Male	81.7	63.8	18.4	36.2
Algebra II Female	51.5	64.2	48.5	35.8
Biology	60.0	63.7	40.0	36.3
Biology Males	66.7	62.9	33.3	37.1
Biology Females	52.7	64.6	47.3	35.4
US History	70.3	48.7	29.7	51.3
US History Males	73.7	45.2	26.3	54.8
US History Female	66.6	52.3	33.3	47.7
ALL COURSES				
Average All Students	62.7	55.2	37.3	44.9
Average Males	71.4	55.5	28.7	44.5
Average Females	52.3	54.8	47.7	45.2

Classroom Observation Data

- The Perry County Central High School classroom observation data below suggests that classroom instruction does not meet the needs of unique learners (i.e., multiple intelligences, gifted/talented, differentiation).

Learning Environment	Average (4.0 scale)
Equitable Learning	2.2
High Expectations	2.2
Supportive Learning	2.6
Active Learning	2.6
Progress Monitoring	2.3
Well-Managed Learning	2.8
Digital Learning	2.0

Stakeholder Survey Data

- Survey data on support services to meet the unique learning needs of students is mixed.
  - o 77% of parents agree or strongly agree with the statement, "My child has access to support services on his/her identified needs."
  - o 83% of staff agree or strongly agree with the statement, "My school provides a variety of information resources to support student learning."

- o However, 59% of students agree or strongly agree with the statement, "My school provides learning services for me according to my needs."

Indicator	Improvement Priority
4.4	**Develop, implement, and monitor policies and procedures for strategic resource management. The policies and procedures must include a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components. Once developed the plans must be implemented with fidelity and have built-in measures used to monitor and ensure successful implementation and completion.**
Rationale	

Stakeholder Survey Data

- 54% of staff agree or strongly agree that the amount of material resources provided is sufficient to meet student needs.

- 67% of parents agree or strongly agree that school personnel ensure the effective use of financial resources.

Stakeholder Interviews

- The district June 30 contingency balance has hovered around the minimum statutory 2% for a number of years. This minimal carry forward has a negative impact on planning for major projects.

Documents and Artifacts

- The document titled *Strategic Plan for 2014-2019* includes a number of goals divided into four groups: (1) Next Generation Learners, (2), Next Generation Professionals, (3) Next Generation Instructional Programs and Support, and (4) Next Generation Schools and Districts. However, other major components of a strategic plan (e.g., guiding principles, strategies, financial assessment for each goal, etc.) are missing.

- Board policy 04.1 states, "The Superintendent shall establish procedures to provide for annual community, parent, school and, where appropriate, student input in the development of recommendations to be considered for the District budget." However, interviews with district leadership suggest that the budgeting process does not provide for this level of input by each stakeholder group.

- In its own Diagnostic Report the district noted, "The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders."

- One of the goals in the document titled *Strategic Plan for 2014–2019* states, "Increase to 6% contingency for the district." However, there are no strategies, timelines, etc. listed for this goal.

- The district facilities plan, approved June 2013 by the Kentucky Department of Education, includes building two new elementary schools.
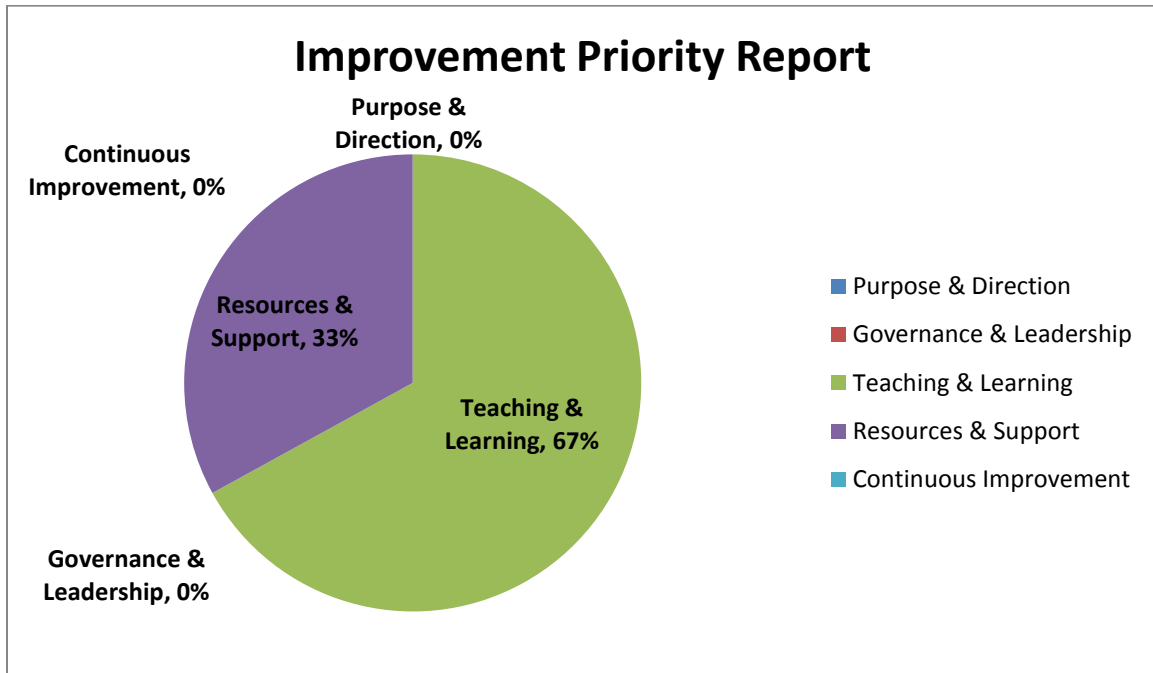
Part III: Addenda

Indicator Assessment Report		
Indicator	District Rating	Review Team Rating
1.1	2	2
1.2	1	2
1.3	2	2
1.4	2	3
2.1	2	3
2.2	2	3
2.3	2	3
2.4	2	3
2.5	2	2
2.6	2	3
3.1	2	2
3.2	2	2
3.3	2	2
3.4	2	2
3.5	2	2
3.6	2	2
3.7	2	2
3.8	2	2
3.9	1	2
3.10	1	1
3.11	2	2
3.12	1	1
4.1	3	2
4.2	2	3
4.3	2	2
4.4	2	1
4.5	2	2
4.6	2	3
4.7	1	2
4.8	2	2
5.1	2	2
5.2	2	3
5.3	2	2
5.4	2	3
5.5	2	3

Diagnostic Review Visuals

> Percentage of Standards identified as
> Improvement Priorities

Improvement Priority Report

Purpose & Direction, 0%

Continuous Improvement, 0%

Resources & Support, 33%

Teaching & Learning, 67%

Governance & Leadership, 0%

- Purpose & Direction
- Governance & Leadership
- Teaching & Learning
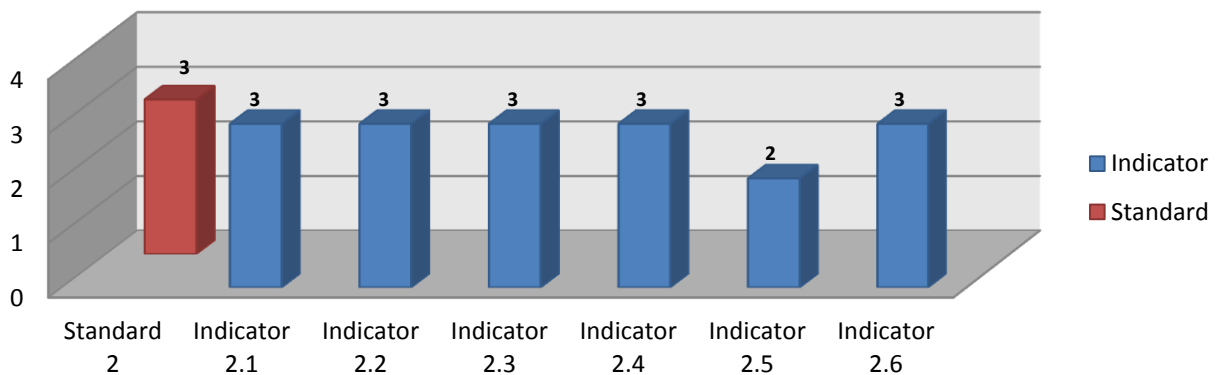- Resources & Support
- Continuous Improvement
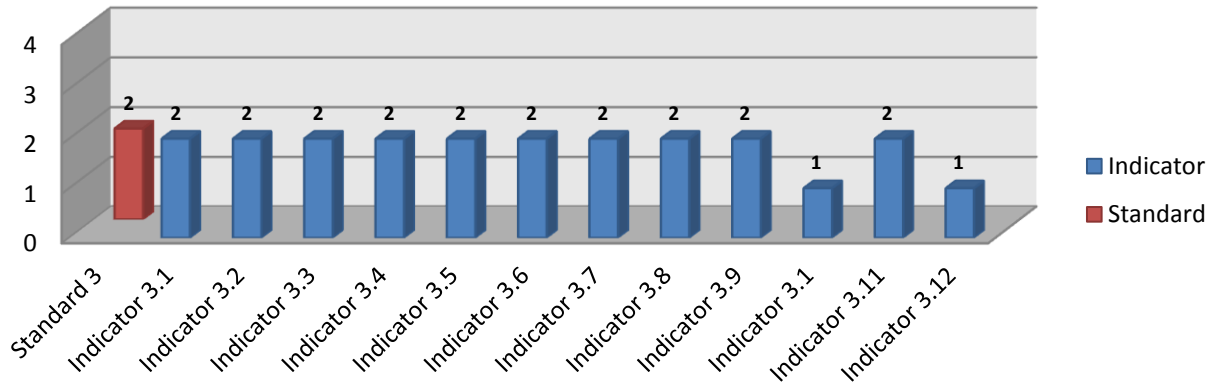
Average ratings for each
Standard and its Indicators

Standard 1: Purpose and Direction
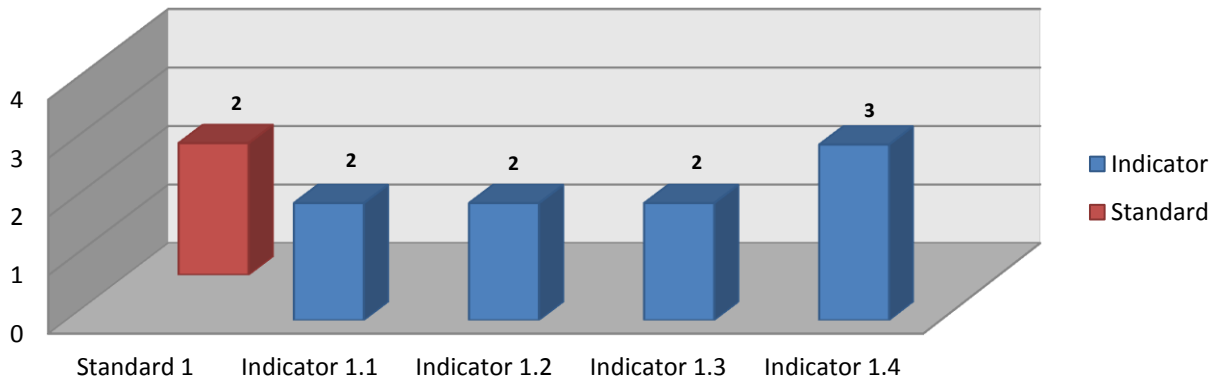
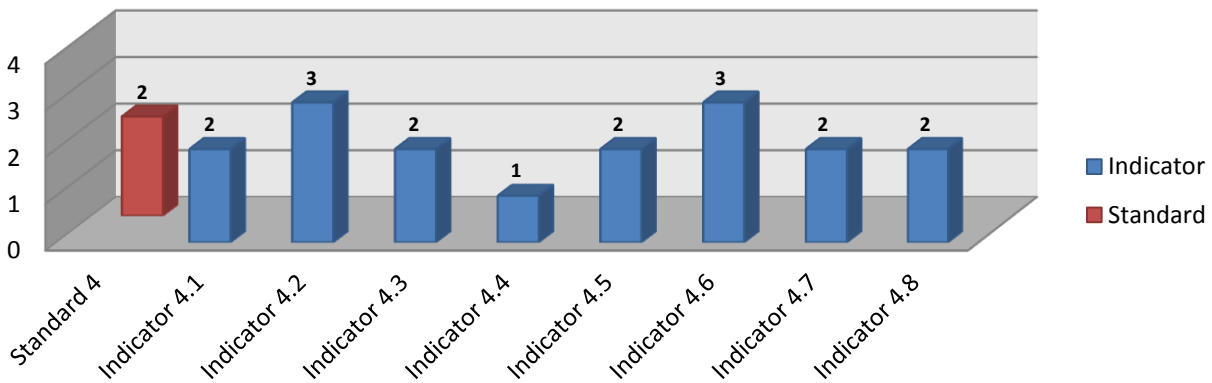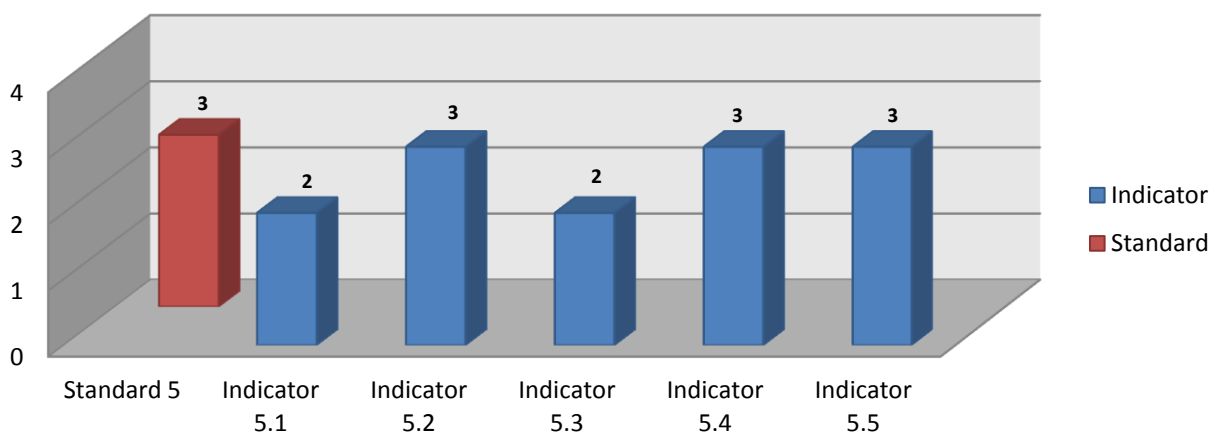## Standard 2: Governance and Leadership

Standard 3: Teaching and Learning

Standard 4: Resources and Support

Standard 5: Continuous Improvement

2014 Leadership Assessment/Diagnostic Review Addendum

Deficiency 1: District leadership has not ensured a culture of high expectations.

District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement in regard to this deficiency.

District evidence: See attachment entitled Deficiency 1 overview
District comments: See SkyDrive (Deficiency 1 overview) for additional supporting evidence.

Team evidence: • Self-Assessment • Stakeholder interviews • Student performance data • Stakeholder surveys • Classroom and school observations • Review of artifacts and documents • Superintendent's presentation
Team comments: Student performance, classroom observation, and stakeholder survey data, as well as interviews and review of artifacts/documents indicate that system leadership is engaged in implementing new strategies and actions to create a culture of high expectations. The superintendent and district staff have developed new frameworks and processes aimed at building system-wide commitment to providing equitable and challenging learning experiences for all students leading to next level preparedness and college and career readiness. The superintendent's actions and his engagement of the Board of Education as well as the district leadership have been intensely focused on reshaping the culture of the school district. However, there is limited evidence that the culture of high expectations has been fully realized throughout the district. Since being appointed in July, 2013, the superintendent, in collaboration with the District Leadership Team, has: • Established greater accountability among system staff by 1) revising job descriptions that clearly outline job responsibilities, 2) developing linkage charts for the central office staff to clarify their connection to district goals and improvement priorities, 3) creating a 10 Day Plan framework and process for district leadership which focuses on coordination and alignment of individual administrator responsibilities and monitoring progress on Comprehensive District Improvement Plan (CDIP) goals.

- Engaged district staff, the Board of Education, and some external stakeholders in the development of formal vision and mission statements.
- Established district "non-negotiables" which define expectations for staff and students in regard to culture, communication, job responsibilities, use of data, and collective accountability.
- Routinely conducted site visits to the Priority School, including attending many Advisory Council meetings.
- Established a middle/high instructional supervisor position.
- Initiated work on a five year district Strategic Plan that identifies long range goals for school and system effectiveness which include: 1) 90% of students on grade level in reading and math, 2) 95% graduation rate, 3) 100% of graduates college and career ready, 4) reducing the performance gap by 75%, 5) 100% of staff highly qualified, 6) increasing National Board Certified teachers by 5%, 7) 100% of schools classified as Proficient, and others.
- Initiated Board of Education Work Sessions scheduled in individual schools which focus on teaching and learning.
- Established a process involving the superintendent as well as school and district leadership in reviewing and analyzing formative assessment data from all schools, and using the results from this analysis to make modifications and adjustments.
- Replaced five of the district's ten principals.

Promising approaches and strategies aimed at redefining district priorities to be more focused on student performance and the achievement of academic goals have been launched in the last eight months, and classroom observations suggest that of a culture of high expectations is emerging.

The High Expectations Learning Environment received an overall rating of 2.2 on a 4 point scale.

- Instances in which students were striving, to meet high expectations established by the teacher were evident/very evident in 48% of classrooms.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 58% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 40% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating synthesizing) were evident/very evident in 28% of classrooms.

Classroom observations do not suggest the systematic use of effective instructional strategies to address individual learning differences.

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 24% of classrooms.
- Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 72% of classrooms.

Classroom observations did not reveal the systematic use of instructional strategies that ensured students were highly engaged in their learning.

- Instances in which students were actively engaged in learning activities were evident/very evident in 62% of classrooms.

Deficiency 2: The superintendent has not maximized the personnel evaluation system.

District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement in regard to this deficiency.

District evidence: See attachment entitled Deficiency 2 overview
District comments: See SkyDrive (Deficiency 2 overview) for additional supporting evidence.
Team evidence: • Self-Assessment • Stakeholder interviews • Student performance data • Stakeholder surveys • Classroom and school observations • Review of artifacts and documents • Superintendent's presentation
Team comments: Since being appointed to the position in July 2013, the superintendent has embraced the Professional Growth and Effectiveness System training, pilot initiative, and broader implementation next year. Since July, he has taken personnel action to demote, promote, and terminate staff. Three principals are currently on targeted growth plans. The superintendent indicated in his interview that he would not hesitate to terminate a tenured staff member even though the action would be subject to review by the Professional Standards Board. The superintendent has engaged in a process to revise job descriptions of district and school employees in order to clarify their roles, responsibilities, and expectations. The superintendent and district staff have attempted to strengthen the effectiveness of PLC structures at schools and the district office through the creation of revised PLC protocols. Other initiatives targeting the creation of instructional and leadership capacity include the New Teacher Academy and the Teacher Leadership Academy, which have both been established this year. Evidence indicates that the superintendent and district staff are routinely engaged with principals and teachers through school visits that include instructional walkthroughs, attending Advisory Council meetings, providing embedded professional development, etc.

Deficiency 3: The superintendent does not monitor the effectiveness of fiscal and human resource allocations to determine their impact on student achievement.

District	Team	
X		This deficiency has been addressed in an exemplary manner.
	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement in regard to this deficiency.

District evidence:
See attachment entitled Deficiency 3 overview
District comments:
See SkyDrive (Deficiency 3 overview) for additional supporting evidence.

Team evidence: • Self-Assessment • Stakeholder interviews • Student performance data • Stakeholder surveys • Classroom and school observations • Review of artifacts and documents • Superintendent's presentation
Team comments: Interviews and review of documentation, as well as school and classroom observations indicate that the superintendent and district staff are aware that their decisions and actions regarding the allocation of resources and staff impacts student achievement. For example: • An additional math and English/Language Arts teacher has been allocated for the Priority School • Increased the number of days per week that Title I curriculum coaches are assigned to the Priority School from two to four days • Added a College and Career Readiness Coach • Employed two Teach for America math teachers • Revised the Gear Up Academic Specialist schedule to provide support at the Priority School five days per week • Purchased Microsoft tablets for all students in grades 8-12 The superintendent and district staff have consistently indicated in interviews that their decisions and actions, including allocation of resources, are based on student performance data and achievement of school and district goals. They cite improvement in overall accountability scores at both the school and district levels between 2012 and 2013, as well as improvement in achievement, gap, growth, graduation rate, and college and career readiness.

Deficiency 4: District leadership has not ensured that professional development activities effectively transfer to classroom practices.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement in regard to this deficiency.

District evidence: See attachment entitled Deficiency 4 overview
District comments: See SkyDrive (Deficiency 4 overview) for additional supporting evidence.

Team evidence: District professional development plan, student assessment data, Comprehensive School Improvement Plan, Comprehensive District Improvement Plan, ELEOT data, superintendent and district leadership team overview of deficiencies, leadership interviews
Team comments: While the school system has implemented a number of initiatives to improve instructional practices and student learning, a fully-functioning and robust professional development plan with an evaluation plan that links the impact of professional development to student learning is not in place. Evidence of partial implementation includes the following:

- The Teacher Leadership Academy identified eighteen K-12 teachers to empower teacher leaders and sustain capacity for district/school leadership during the 2013-14 school year. They meet monthly and during the summer to revise/enhance curriculum maps, create common assessments (planned for summer 2014), mentor teachers, and provide job-embedded and after school professional development.
- Some Professional Learning Communities have been implemented. However, staff interviews suggest that not all have been implement with fidelity.
- The New Teacher Academy met monthly during the 2013-14 school year and offered topics such as:
    - Using Stations for Classroom Differentiation
    - *The Strategic Teacher* by Silver and Strong - Best Practices
    - One-to-One Observation and Coaching
    - Classroom Management
    - Curriculum/Pacing - Teaching Power Standards
    - Choice Menus/Student Choice
    - Research-Based Best Practices
    - Reading Strategies

- Training for the Professional Growth and Evaluation System (PGES) is partially complete with full implementation expected for the 2014-2015 academic year.
- Approximately 81% of the staff agree or strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the

school."
- Approximately 72% of the staff agree or strongly agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."
- The Comprehensive District Improvement Plan contains a number of references to job-embedded professional development, but there is no discussion of how the effectiveness of the professional development will be evaluated or its impact on student learning will be assessed.

Deficiency 5: District leadership has not clearly articulated, effectively implemented or monitored district improvement strategies.

District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement in regard to this deficiency.

District evidence: See attachment entitled Deficiency 5 overview
District comments: See SkyDrive (Deficiency 5 overview) for additional supporting evidence.

Team evidence: Stakeholder interviews, board minutes, student assessment data, Comprehensive School Improvement Plan, Comprehensive District Improvement Plan, ELEOT data, superintendent and district leadership team overview of deficiencies, leadership interviews
Team comments: While a number of the improvement strategies are in early stages of implementation, there is evidence that the district leadership has clearly articulated, effectively implemented, and is monitoring these improvement strategies. This evidence includes: • 10 day plans to monitor progress of CDIP. The 10 day plans are a focus of leadership team meetings on alternate weeks ensuring that identified goals are monitored and adjustments are made when necessary to reach goal attainment. • One of the superintendent's "non-negotiables" states, "Pertinent data must be produced by any stakeholder requesting resources, and resources must be continually monitored for effectiveness through data analysis." • Student Data Days have been held for the express purpose of providing students with data about themselves so that "they may set goals and monitor their [own] progress." • Approximately 72% of the staff agree or strongly agree with the statement, "Our school's leaders hold themselves accountable for student learning." • Approximately 75% of the staff agree or strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning."

- Approximately 88% of the staff agree or strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
- Interviews with stakeholders revealed a "renewed sense of responsibility" regarding student achievement, with the Board of Education holding the superintendent responsible, the superintendent holding the principals responsible, the principals holding the teachers responsible, and the teachers holding the students responsible for their own learning. If students are not successful, an analysis of available data is conducted to pinpoint and remove any impediments to student learning.

Perry County School District – Diagnostic Review Team Schedule

SUNDAY, March 23, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Hampton Inn 70 Morton Blvd. Hazard, KY 41701 (606) 439-0902	Diagnostic Review Team Members
4:00 p.m. - 5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, March 24, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members

8:00 – 9:30 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the district come from, where the district now, and where is the district trying to go from here. This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	District office conference room			Diagnostic Review Team Members
9:30 – 9:45	Break	District office			Diagnostic Review
9:45 – 10:45	Superintendent interview	District office conference room			Diagnostic Review
10:45 – 11:45 Interviews	Chief Academic Officer	GEAR UP Supervisor	High School Curriculum Dean	MS/HS Instructional Supervisor	Board of Education Member	Federal Programs Director
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing				Diagnostic Review
12:30 – 2:00 p.m.	ELEOT Walk-throughs at Perry County Central High School All Team Members				Diagnostic Review Team Members
2:00 – 3:00 p.m. Interviews and ELEOT Walk-throughs	PCCHS Principal	District Gifted/Talented	GEAR UP	Community Member	ELEOT Walk-throughs at Perry County Central High School
3:00 – 4:00 Review of Artifacts	Begin review of artifacts and documentation	District office			Diagnostic Review Team Members
4:00 – 4:30	Return to Hotel				

Time	Event			Where	Who
p.m.					
5:00 – 6:00 p.m.	Dinner			TBD	Diagnostic Review Team Members
6:00 – 6:30 p.m.	Phone interviews				
	Phone interviews with GEAR UP staff				
6:30 – 9:00 p.m.	Evening Work Session #2 • Review findings from Monday • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2			Hotel conference room	Diagnostic Review Team Members

Tuesday, March 25, 2014

Time	Event			Where	Who	
	Breakfast			Hotel	Diagnostic Review Team Members	
8:00 a.m.	Team arrives at Perry County Central Office			District office	Diagnostic Review Team Members	
8:30 – 9:30 a.m. Interviews	Board Chair		Board member	Public Relations	Technology Director	
9:30 – 10:30 a.m. Interviews	PD, Special Ed.	Board member	DPP		District/HS Liaison	Finance Officer
10:45 – 11:45 a.m. Interviews	Board member		Personnel Director	ER @ PCCHS	ER @ PCCHS	
11:45 am – 12:30 p.m.	Lunch & team debriefing			TBD	Diagnostic Review Team Members	
12:30 -1:30 p.m. Interviews	Community Members @ BOE		Community Members @ BOE	asst. principal @ PCCHS	asst. principal @ PCCHS	
1:30 – 4:00 p.m.	Debrief, Review artifacts and documentation			District office	Diagnostic Review Team Members	
5:00 – 6:00 p.m.	Dinner			TBD	Diagnostic Review Team Members	
6:00 – 9:00 p.m.	Evening Work Session #3 • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments)			Hotel Conference Room	Diagnostic Review Team Members	

	• Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as though exceeding expectations and why. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		

Wednesday, March 26, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	Hotel	Diagnostic Review Team Members
8:00 – 11:30 a.m.	• Review final ratings for standards and indicators • Review Powerful Practices, Opportunities for Improvement • Review Improvement Priorities • Prepare Exit Report	Hotel Conference Room	Diagnostic Review Team Members
9:00 a.m. - 11:30a.m.	Final Team Work Session	Hotel Conference Room	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch	Hotel Conference	Diagnostic Review Team Members
1:00 – 1:30 p.m.	Exit Report with the superintendent The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.	District office conference room	Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Perry County

School District

3/23/2014 – 3/26/2014

The members of the Perry County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:
   District leadership does have the ability to manage the intervention of Perry County Central High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Perry County School District and the internal review report for Perry County Central High School.

Superintendent, Perry County

_____Date:_____